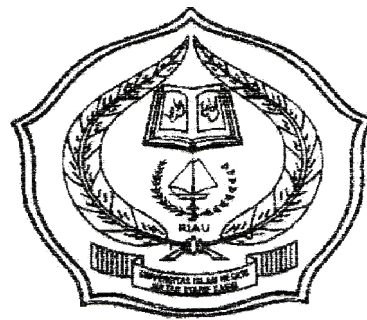


**THE CONTRIBUTION OF SIMPLE PAST TENSE MASTERY TOWARD
ABILITY IN WRITING RECOUNT TEXT OF THE FIRST YEAR
STUDENTS AT STATE SENIOR HIGH SCHOOL 1 TELUK
KUANTAN Kuantan Singingi Regency**

A Thesis
Submitted to Fulfill One of the Requirements
for Bachelor Degree in English Education
(S.Pd.)

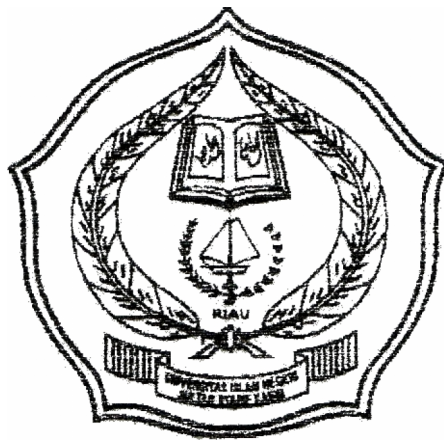


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PEKANBARU
1432 H/2011 M**

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SUPERVISOR APPROVAL

The thesis entitled “*The Contribution of Simple Past Tense Mastery toward Ability in Writing Recount Text of the First Year Students at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency*” is written by Cici Tria Wiska, NIM. 10714000756. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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April 25, 2011 M

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EXAMINER APPROVAL

The thesis entitled “*The Contribution of Simple Past Tense Mastery toward Ability in Writing Recount Text of the First Year Students at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency*” is written by Cici Tria Wiska, NIM. 10714000756. It has been approved and examined by the examination committee of undergraduate degree on June 8, 2011 M/Rajab 6, 1432 H at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

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The title of this scientific research is The Correlation between Simple Past Tense Mastery and Ability in Writing Recount Text at the First Year Students of State Senior High School 1 Teluk Kuantan, Kuantan Singingi Regency.

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Pekanbaru, April 20, 2011
The writer

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LIST OF CONTENT

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	v
LIST OF CONTENT	viii
LIST OF TABLE	x
CHAPTER I INTRODUCTION	1
A. The Background the Problem.....	1
B. The Problem.....	4
1. The Identification of the Problem	4
2. The Limitation of the Problem	5
3. The formulation of the Problem	5
C. The reason for Choosing the Title	5
D. The Objective and the Significance of the research	6
1. The Objective of the Research	6
2. The Significance of the Research	6
E. The Definition of the Terms	7
CHAPTER II LITERATURE REVIEW	8
A. The Theoretical Framework.....	8
1. The Nature of Writing	8
2. Ability in Writing Recount Text	14
3. Simple Past Tense Mastery	16
4. The Relation between Simple Past Tense Mastery and Ability in Recount Text	23
B. The Relevant of the Research	24
C. The Operational Concept.....	25
D. The Assumption and the Hypotheses	26

1. The Assumptions.....	27
2. The Hypotheses.....	27
CHAPTER III RESEARCH METHOD	28
A. The Research Design.....	28
B. The Location and Time of the Research.....	28
C. The Subject and the Object of the Research.....	28
1. The Subject of the Research.....	28
2. The Object of the Research	28
D. The Population and the Sample of the Research.....	29
E. The Technique of Data Collection.....	30
F. The Technique of Data Analysis.....	31
CHAPTER IV THE DATA PRESENTATION AND THE DATA ANALYSIS.....	37
A. The Description of the Data	37
B. The Data Presentation.....	37
1. The Data of Students' Simple Past Tense Mastery	39
2. The Data of Students' Writing Recount Text Ability	42
C. The Validity and the Reliability of the Test	44
D. The Data Analysis	47
1. Students' Simple Past Tense Mastery	47
2. Students' Writing Recount Text Ability	49
3. Contribution of Students' Simple Past Tense Mastery toward Their Ability in Writing Recount Text (X & Y).....	51
CHAPTER V CONCLUSION AND SUGGESTION	54
A. Conclusion.....	54
B. Suggestion.....	55
BIBLIOGRAPHY	
APPENDICES	

LIST OF TABLE

Table III.1	The Population and Sample of the First Year Students of SMA N 1 Teluk Kuantan	29
Table III.2	The Blue Print ff Simple Past Tense Test Items	30
Table III.3	The Classification of Students' Score in Simple Past Tense ..	32
Table III.4	The Specification of the Score in Writing Test.....	36
Table III.5	The Classification of Students' Score in Writing Recount Text	36
Table IV.1	Students' Score of Simple Past Tense Mastery... ..	39
Table IV.2	Percentage of Students' Simple Past Tense Mastery Score	40
Table IV.3	The Distribution Frequency of Students' Simple Past Tense Test Score.....	41
Table IV.4	Students' Score in Writing Recount Text	42
Table IV.5	The Distribution of Frequency of Students' Writing Recount Text Test Score	43
Table IV.6	Students' Simple Past Tense Score	47
Table IV.7	Students' Writing Recount Text Scores	49
Table IV.8	Descriptive Statistics.....	50
Table IV.9	Distribution Frequency of Variable X and Y	51

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the important skills in English. It can be defined as a process to transfer ideas or thought into a written language. It is not only taught in universities, but it is also taught in senior high schools. The senior high school students are required to write several types of texts such as descriptive, narrative, recount, and etc. It can be seen in School-Based Curriculum syllabus of English Subject for first year students of senior high school which is written that the standard competence of writing is expressing meaning in short functional text (simple essay) in form of recount, narrative and procedure in daily context. The base competence is expressing meaning and rhetorical steps (framework) accurately and fluently by using various written language in daily context in form of recount, narrative and procedure. The indicators are using past tense sentences in conveying the events and producing text in form of recount¹. There are three types of text which mentioned in the syllabus above and Recount Text is one of the text types which firstly studied by first year students of Senior high school.

Recount text is the text used to retell the events that happen in the past time. In writing recount text, the events should be written based on the sequence of time. So the events are told chronologically. Grenville stated that the purpose

¹Departement of National Education, *School Based Curriculum Syllabus of English Subject for First Year Students of Senior High School* (2006) p.6

of recount text is to tell about a series of events happening one after the other². Moreover Derewianka also stated that the social function of recount text is to retell past event or something which happened in the past³.

Writing recount text is not easy. The students should follow the generic structure and use the appropriate past tenses such as simple past tense, past perfect tense and past continuous tense. But in general, most of the sentences used in recount text are in simple past tense. Pardiyono argued that Past tense, which is marked with the use of past verb, becomes the most dominant tense to be used for telling or describing activities done in the past time. Recount is the record of events in the past time⁴. Lane also said that simple past is used to indicate an action or event taking place at a specific time in the past⁵. Because the series of events in Recount text happen in the past time, therefore, the students are required to use simple past tense in writing recount text.

Recount Text and Simple Past Tense should be taught at every senior high schools instructed by School-Based Curriculum. State senior high school 1 Teluk Kuantan is one of the schools which use the School-Based Curriculum as the guidance of teaching and learning process. Based on writer's preliminary study at this school, the first year students of state senior high school 1 Teluk Kuantan have also been taught both recount text and simple past tense by their teacher as instructed in School-Based Curriculum. Moreover, they also have already studied

²Kate Grenville, *Writing from Start to Finish*. (Australia: Allen & Unwin, 2001), p.194

³Derewianka, *Recount Text*. Retrived on April 16, 2010 from <http://english-text.blogspot.com/>. (1990).

⁴Pardiyono, *Teaching Genre-Based Writing*. (Yogyakarta: Andi Offset, 2007), p.76

⁵Janet Lane & Ellen Lange, *Writing Clearly*. (University of California: Heinle & Heinle Publishers, 1993), p. 12

both recount text and simple past tense since they were in junior high school. Ideally, they should be able to write recount text and use simple past tense. But in fact, their ability in writing recount text is still far from the target of curriculum. The writer found several students' problems dealing with simple past tense and writing recount text during writer's preliminary study. The problems of the students can be seen in the following phenomena⁶:

1. Some of the students are not able to use the non-predicate verb sentences in simple past tense.
2. Some of the students are not able to use the predicate verb sentences in simple past tense.
3. Some of the students are not able to write based on the generic structure (framework) of recount text appropriately.
4. Some of the students are not able to write the orientation of recount text.
5. Some of the students are not able to convey the events based on the sequence of time in writing recount text.
6. Some of the students are not able in writing recount text; however they are able to use simple past tense.

Considering writing is very important in educational field, therefore the writer is interested in carrying out a research entitled, "The Contribution of Simple Past Tense Mastery toward Ability in Writing Recount Text of The First Year Students at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency".

⁶Interview Data from English teacher of State Senior High School 1 Teluk Kuantan. (2010)

B. The Problem

1. The Identification of the Problem

Based on the background of the problem mentioned above and supported by the phenomena, it is clear that there are many students who encounter problems both in using the simple past tense and in writing recount text. To make it clearer, it will be identified as follows:

1. How is students' ability in using the non-predicate verb sentences in simple past tense?
2. How is students' ability in using the predicate verb sentences in simple past tense?
3. How is students' ability in writing based on the generic structure of recount text?
4. What factors make students unable to write the orientation of recount text?
5. Why are students unable to convey the events based on the sequence of time in writing recount text?
6. Does the students' ability in writing recount text depend on the students' simple past tense mastery?

2. The Limitation of the Problem

Based on the identification of the problem stated above, thus the problems of this research are focused on the contribution of simple past tense mastery toward ability in writing recount text of the first year students at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency.

3. The Formulation of the Problem

The formulation of the problems in this research is formulated in the following research questions:

1. How is students' simple past tense mastery?
2. How is students' ability in writing recount text?
3. Is there any significant contribution of simple past tense mastery toward ability in writing recount text of the first year students at State Senior High School 1 Teluk Kuantan?

C. Reason for Choosing the Title

The writer is interested in conducting this research because of the following reasons:

1. The writer is interested in doing this research because writing is an important skill that should be mastered by the students at each level of education generally and especially for senior high school students.
2. The writer wants to know how important the tenses (simple past tense) in writing (writing recount text) are.
3. The topic is relevant to the writer as an English student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
4. This research title has never been investigated by other researchers yet.

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

The objectives of the research are as follows:

1. To find out how students' simple past tense mastery is.
2. To find out how students' ability in writing recount text is.
3. To find out the contribution of simple past tense mastery toward ability in writing recount text of the first year students at State Senior High School 1 Teluk Kuantan.

2. The Significance of the Research

The significance of this research is indicated as follows:

1. To enlarge the writer's knowledge about writing recount text and simple past tense.
2. To provide some information to the students as well as the English teacher related to students simple past tense mastery and their ability in writing recount text as the reflection to be the base for conducting the future teaching and learning process.
3. To fulfill one of the requirements for the writer to complete her undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

E. The Definition of the Terms

In order to avoid misunderstanding and misinterpretation in this research, it is crucial to define the key terms in this research as follows:

1. Simple Past Tense

Simple Past Tense is used to indicate that an action or event taking place at a specific time in the past.⁷

2. Recount Text

The purpose of recount text is to tell about a series of events happening one after the other.⁸

3. Writing Ability

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed⁹. In this research, it refers to students' ability in writing recount text.

⁷Janet Lane & Ellen Lange, *Op. Cit.*, p. 12

⁸Grenville, *Op. Cit.*, p.194

⁹Troyka, *Definition of Writing Ability*. Retrived on January 23, 2011 from teachingenglishonline.net/tag/definition-of-writing-ability/. (1987).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Writing

a. Writing Ability

Troyka said that writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed¹. It is not the ability that people got directly after they were born, whether it is writing in English or writing in the writer's native language. Writing is the ability that is got from the teaching and learning process. Therefore, nobody can write if he/she never learns and being taught to write, even he/she will not be able to write in his native language if he never learns or taught about it. It is different from listening; people are able to listen naturally, especially their native language even though they have never been taught how to listen before. Dealing with this case, Brown argued that we learn to write if we are members of a literate society, and usually only if someone teaches us². Moreover, Grenville also stated that no one's born knowing how to write-but it is a skill that most people can learn, and the more you do it, the easier it becomes³. Therefore, to create a good writing, a writer or a student's needs learn and more practice.

¹Troyka, *Definition of Writing Ability*. Retrived on January 23, 2011 from teachingenglishonline.net/tag/definition-of-writing-ability/. (1987).

²Douglas Brown, *Teaching by Principle: an Interactive Aproach to language Pedagogy*. (Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1994), p. 66

³Kate Grenville, *Writing from Start to Finish*. (Australia: Allen & Unwin, 2001), p. 2

b. Writing as a Process

Writing is a process, especially for English learner. It means that a writer should pass some stages for the purpose of producing a product of writing. Even though the product of the writing is only a simple paragraph, but there will not be a product of writing without a process. Before a writer starts to write, realized or not, the writer firstly should think of what is the topic and generate the ideas about the topic that is going to be shared in the writing. Furthermore, the writer should organize the ideas and then the writer is going to write the first draft, it can be denied that the first draft still needs revision to be improved. Therefore, writing is a process oriented as Oshima argued that it is important to note that writing is a process. There are four main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final copy to hand in⁴.

Grenville also highlighted six steps in the process of writing⁵ as follows:

1. Getting Ideas

Ideas come from lots of place. Some people think that they will not start writing before getting brilliant ideas, but anything is better than a blank paper, because writing is a matter of accumulating a little idea here and another little idea there.

2. Choosing Ideas

This step is about having a look at all the ideas we have got and assessing them. It means that a writer should select the ideas that are suitable for the topic.

⁴Alice Oshima & Ann Hogue, *Writing Academic English*. Third Edition. (Wesley: Addison Wesley Longman, 1999), p. 3

⁵Kate Grenville, *Op. Cit.*, p. 11

3. Outlining

An outline is a working plan for a piece of writing. It is a list of all the ideas that are going to be in the piece in the order they should go. It means that after the writer selects the ideas, then the writer arrange or organize the ideas.

4. Drafting

In this step, the writer starts writing based on the outline.

5. Revising

After writing the first draft, the writer should revise it. Revising literally means re-seeing to find problems in the writing and then to fix them.

6. Editing

Basically, editing means making your piece as reader-friendly as possible by making the sentences flow in a clear, easy to read. It also means bringing your piece of writing into the line with accepted ways of using English such as grammar, punctuation and spelling, and appropriate paragraphing.

In addition to the process of writing, Simon showed that writing consists of five steps. Those are prewriting, writing a first draft, sharing, revising, and editing the final draft⁶. Based on the statements of the three experts above, it can be concluded that in writing, there are some process which are conducted before the writer produces the final draft of writing.

⁶Simon and Schuster, *Essay Writing Step by Step*. (New York: Kaplan, 2003), p.8

c. The Basic Aims of Writing

Grenville stated that there are three basic aims of writing⁷ as follows:

1. Writing to entertain

It does not require making the readers laugh, but it at least engages their feelings in some way. Writing to entertain generally takes the form that is called imaginative writing such as novels, stories. For imaginative writing, the writer can make things up.

2. Writing to inform

It tells the reader about something. These kinds of writing can also be entertaining in the sense that they are a good read. But entertaining the reader is not their main purpose, that just a bonus. The examples of writing to inform are newspaper articles, scientific reports, and essays for schools.

3. Writing to persuade

It tries to convince the reader of something. This includes advertisements, some newspaper and magazine, articles, etc. This type of writing might include the writer's opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

d. Paragraph as One of the Basic of a Written Text

Shinoda said that a text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause, or a sentence

⁷Kate Grenville, *Op. Cit.*, p.1

or a discourse⁸. From this statement, it can be known that the definition of text is very large, but the text that the writer means in this research is recount. It consists of certain elements (generic structure) and it is used for a certain purpose too.

A text can be arranged by several paragraphs which are related to each other. Therefore, the knowledge about paragraph and its parts are the basic to create a text as Oshima pointed that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea⁹. Moreover, Simon stated that paragraphs are the foundation of writing¹⁰. Therefore, in writing a text, the main key is that the writer should know how to develop the ideas which are going to be conveyed. The writer should provides the appropriate supporting sentences for the purpose of empowering the meaning in a paragraph, and how to make the paragraph related each other. It will make the paragraph easy to be read and to be understood by the reader.

Furthermore, Oshima also said that a paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence.

1. Topic sentence

The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea.

i.e. Gold, a precious metal, is prized for two important characteristics.

⁸Siahaan & Shinoda, *Generic Text Structure*. (Yogyakarta: Graha Ilmu, 2008), p. 1

⁹Alice Oshima & Ann Hogue, *Op. Cit.*, p. 16

¹⁰Simon and schuster, *Op. Cit.*, p. 45

Based on the example above, Gold is the topic and two important characteristics is controlling idea.

2. Supporting sentences

Supporting sentences develop the topic sentence. They explain the topic sentence by giving reasons, examples, facts, statistics, and quotations.

3. Concluding sentence

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

e. The Component of Writing

There are five components of writing which must be the writer's consideration in composing writing. The components are as follows:

1. Content. The content of writing should be knowledgeable, substantive, through development of thesis and relevant to assigned topic.
2. Organization. The writer has fluent expression and the ideas are clearly supported, well organized writing.
3. Vocabulary. The writer has a lot of words and idioms to convey intended information, attitude and feelings.
4. Language use. The writer can apply the basic agreement between sentences, tenses, word orders, articles, pronouns and preposition.
5. Mechanics. The writer is able to write in good spelling, punctuation, capitalization, and paragraphing.

2. Ability in Writing Recount Text

Recount text is the text used to retell the events that happened in the past time. In writing recount text, the events should be written based on the sequence of time. So, the events are told chronologically. The sequence of events is the main focus of recount text. According to Grenville who said that the purpose of recount text is to tell about a series of events happening one after the other¹¹. Moreover, Turbill (in Kalayo) also stated that the social purpose of recount text is to tell what happened, to retell events¹². In addition, Hartono also argued that the social function of recount is to retell events for the purpose of informing or entertaining¹³.

Each text type has particular text organization, generally known as Framework/ Schematic Structure/ Generic structure/ rhetorical structure. Generally, Grenville, Turbill, and Hartono have the same opinion about the framework of recount text. The framework of recount text consists of three parts as follows:

1. Orientation

In the orientation, the writer tells about who were involved in the story, when, and where the events happened.

2. Record of events or series of events.

The writer tells the events based on the sequence of time.

¹¹Kate Grenville, *Op. Cit.*, p.194

¹²Kalayo Hasibuan and Muhammad Fauzan, *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 130

¹³Rudi Hartono, *Genres of Text*. (Semarang: English Education Department, 2005), p. 6

3. Re-orientation.

The writer tells the personal comments or expression toward the events.

Moreover, Sudarwati stated that the framework of recount text is as follows:

1. Orientation

In the orientation, the writer tells about who were involved in the story, when, and where the events happened.

2. Events

The writer tells what happened in a chronological order, so the events do not convey in flash back plot.

3. Evaluation

In the evaluation, the writer comments about the experience.

4. Re-orientation

The writer writes the conclusion of the experience.

The language features of recount text are as follows:

1. The use of Noun and Pronoun (i.e. John, We, her and etc).
2. The use of action verb (i.e. went, played, and etc).
3. The use of past tenses.
4. The use of time conjunctions (i.e. and, but, after, finally).
5. The use of adverbs and adverbs of phrases (i.e. in my house, two days ago, slowly and etc).

The example of Recount Text:

On Saturday I went to Mount Bromo. I stayed at Nisa and Achmad's house at Cemara Lawang, Probolinggo. It has a big garden with lots of colourful flowers and a fishpond.

On Sunday Nisa and I Gunung Batok and went on the scenic ride on horseback. It was scary. Then we went to get a closer at the mountain. We took pictures of the beautiful sceneries there.

On Monday we went to the Zoo at wonokromo. We saw cockatoos having a shower. In the afternoon I went home.

It was fun.

3. Simple Past Tense Mastery

Richards said that tense is the relationship between the form of the verb and the time of the action. It means that when a tense is used by the writer to convey the action or information, the time when the action takes place can be indicated by the tense used. For example, a writer uses the second form of verb as the predicate in the sentences, it indicates that the information or actions happened in the past time or the linguists usually call it by simple past tense.

Pyle told that the simple past tense is used for a completed action that happened at one specific time in the past¹⁴. Moreover Azar stated that the simple past tense is used to talk about activities or situations that began and ended in the past. Based on the statements above, it can be seen that the action or the event or

¹⁴Michael A. Pyle, and Mary Ellen Munoz, *TOEFL Preparation Guide*. (USA: Cliffs, 1995), p. 59

the situation is no longer true in the present because it has been completed in the past time. So, why the writer uses this tense is only conveying or retelling the past event or action. Usually, simple past tense uses the adverb of time to indicate the specific time when the action takes place.

Furthermore, Lane & Lange said that simple past tense is used:

1. To indicate that an action or event took place at a specific time in the past.

i.e. I Visited Bali last week.

I saw a Chinese Movie last night.

2. To indicate that an action or event occurred over a period of time in the past with the implication that it is no longer true in the present.

i.e. I lived in Padang for 3 years.

I slept for eight hours last night.

a. The Pattern of Simple Past Tense

1. Simple past Tense Form of Predicate Verb Sentences.

a. Positive Sentence

In this sentence, the verb that is used as the predicate is the second form of the verb. The regular verb form of simple past tense is modified by adding (ed) at the end of the verb with particular characteristics. While some verbs which have irregular past form is not modified by adding (ed), but they are changed to be particular form.

The formula of this sentence is:

Subject + Second Verb Form + Complement

The example of regular verb sentences:

1. He studied Biology yesterday.

2. The baby cried two hours ago.

The example of irregular verb sentences:

1. Marry Saw UFO last night.

2. She bought a fancy dress last week.

b. The Negative Sentence

In negative statement, the second form of the verb is changed again into the first form of the verb or the infinitive form. The verb is preceded by (did not). The verb (did) is the second form of do or does.

It is used for all subjects. The formula of this sentence is:

Subject + did + not + verb I + complement

The example of regular verb sentences:

1. He did not study Biology yesterday.

2. The baby did not cry two hours ago.

The example of irregular verb sentences:

1. Marry did not see UFO last night.

2. She did not buy a fancy dress last week.

c. The Interrogative Sentence

The interrogative sentence is the sentence which is used to ask question. Interrogative is derived from the verb interrogate that means to ask. The formula of interrogative sentence is:

Did + Subject + Verb I + Complement

The example of regular verb sentences:

1. Did he study Biology yesterday?
2. Did the baby cry two hours ago?

The example of irregular verb sentences:

1. Did Marry see UFO last night?
2. Did she buy a fancy dress last week?

2. Simple past Tense Form of Non-Predicate Verb Sentences.

In non-predicate verb sentences, *be* is function as the verb. The first form of *be* is changed to be the second form of be as follows:

Am : Was

Is : Was

Are : Were

a. Positive Sentence

The Formula: Subject + Was/ Were + Complement

- i.e. 1. She was beautiful last night.
2. They were busy three days ago.

b. Negative Sentence

The Formula: Subject + was/ were + not + Complement

- i.e. 1. She was not beautiful last night.
2. They were not busy three days ago.

c. Interrogative Sentence

The Formula: was/ were + subject + Complement

- i.e. 1. Was she beautiful last night?
2. Were they busy three days ago?

3. Verb

According to Richard, a verb is a word that expresses action or being¹⁵.

The verb that is not followed by a noun or noun phrase is called intransitive verb such as laugh, die and etc. Meanwhile, the word that is followed by a noun or noun phrase is called transitive verb such as see, eat and etc. In simple past tense, the verb that is used is the second form of the verb. There are two categories of verb viewed from the changing of its form from the infinitive form, past tense and past participle. These two categories are Regular verb and irregular verb.

a. Regular Verb

The criteria of regular verb are as follows:

1. Generally, verb form of past tense and past participle add with-ed at the end of infinitive form of regular verb.

For example:

Infinitive	Past Tense	Past Participle
Clean	cleaned	cleaned
Add	added	added

2. If the infinitive ends with -e or -ie, adds -d for past form and past participle.

Infinitive	Past Tense	Past Participle
Hoped	hoped	hoped
Tie	tied	tied

¹⁵Richard Veit, *Discovering English Grammar*. (Boston: Houghton Mifflin, 1986), p. 25

3. If the verb ends in two consonants, just add –ed.

Infinitive	Past Tense	Past Participle
Help	helped	helped
Learn	learned	learned

4. If the verb ends in two vowels + a consonant, just add –ed.

Infinitive	Past Tense	Past Participle
Rain	rained	rained
Heat	heated	heated

2. If the verb has one syllable and ends in one vowel + one consonant, double the consonant to make –ed form.

Infinitive	Past Tense	Past Participle
Stop	stopped	stopped
Plan	planned	planned

6. If the first syllable of a two syllable verb is stressed, do not double the consonant to form –ed.

Infinitive	Past Tense	Past Participle
Visit	visited	visited
Offer	offered	offered

7. If the second syllable of a two syllable verb is stressed, double the consonant to form-ed.

Infinitive	Past Tense	Past Participle
Prefer	preferred	preferred
Admit	admitted	admitted

8. If the verb ends in a vowel + -y, keep the -y, do not change it to -i.

Infinitive	Past Tense	Past Participle
Play	played	played
Enjoy	enjoyed	enjoyed

8. If the verb ends in a consonant + -y, change the -y to -i to make the-ed form.

Infinitive	Past Tense	Past Participle
Worry	worried	worried
Study	studied	studied

b. Irregular Verb

In irregular verb, the change of the past tense form and past participle form has no special criteria, the verb changes irregularly.

For example:

Infinitive	Past Tense	Past Participle
Begin	began	begun
Eat	ate	eaten
Cut	cut	cut
Do	did	done
Give	gave	given
Go	went	gone

c. Adverb of Time

According to Azzar, there are several adverb of time that can be used in simple past tense¹⁶ such as yesterday, last (night, week), two days ago, in 1990 and etc.

4. The Relation between Simple Past Tense Mastery and Ability in Writing Recount Text

Writing recount text is not easy. The students should follow the generic structure and use the appropriate past tenses such as simple past tense, past perfect tense and past continuous tense. But in general, most of the sentences used in recount text are in simple past tense. Pardiyono said that Past tense, which is marked with the use of past verb, becomes the most dominant tense to be used for telling or describing activities done in the past time. Recount is the record of events in the past time¹⁷. Based on the statement above, it can be inferred that writing recount text needs simple past tense as the element or language feature of recount text.

Lane also said that simple past is used to indicate an action or event taking place at a specific time in the past¹⁸. Because the series of events in Recount text happen in the past time, therefore, the students are required to use simple past tense in writing recount text.

¹⁶Betty Schramper Azar, *Fundamentals of English Grammar*. (New Jersey: Prentice Hall, 1989), p.18

¹⁷Pardiyono, *Teaching Genre-Based Writing*. (Yogyakarta: Andi Offset, 2007), p.76

¹⁸Janet Lane & Ellen Lange, *Writing Clearly*. (University of California: Heinle & Heinle Publishers, 1993), p. 12

Furthermore, Sudarwati also mentioned that simple past tense is one of the language features of recount text¹⁹. It means that simple past tense is part of the recount text. It has possibility that the mastery of simple past tense gives the contribution toward ability in writing recount text.

B. The Relevant Research

1. A Research by Arina Syukrina, a 2010 alumnus of State Islamic University of Sultan Syarif Kasim Riau entitled The Students' Ability to Differentiate Kinds of the Text (Genre) in Reading Comprehension at the First Year Students of SMAN 03 Bangkinang. This research is aimed to find out the students' ability to differentiate kinds of text (genre) in reading comprehension. From this research, she found that the students' ability to differentiate kinds of text is categorized into fairly good (56 %). The correlation between Arina's research and the writer research is the variable Y of writer's research is the part of variable X of Arina's research that is recount text. But, Arina's reseach is focused on Reading Skill while the writer focuses on Writing Skill.
2. A research by Riska Puspita Dewi, a 2009 alumnus of State Islamic University of Sultan Syarif Kasim Riau entitled The Students' obstacle in using Simple Past Tense in Writing Simple Paragraph at the Second Year of SMPN 1 Kabun Rokan Hulu. From this research, she found that the total percentage of the students' obstacle in using simple past tense in writing simple paragraph is categorized into Middle category (66, 67 %). The correlation between Riska's research and the writer's research is the variable X of writer's research and

¹⁹M. Sudarwati & Eudia Grace, *Look Ahead 1.*(Jakarta: Erlangga, 2007), p. 30

Riska's research is the same of using simple past tense. Riska's research is focused on students' obstacle in using past tense, while the writer focuses on the correlation between students' simple past tense mastery and their ability in writing recount text.

C. The Operational Concept

The operational concept is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variable use in analyzing the data. There are two variables used in this research.

They are: Variable X is students' simple past tense mastery.

Variable Y is the students' ability in writing recount text.

Variable X is independent variable, the students' simple past tense mastery can be seen in the following indicators:

1. The students are able to use the positive form of non-predicate verb sentences in simple past tense.
2. The students are able to use the negative form of non-predicate verb sentences in simple past tense.
3. The students are able to use the interrogative form of non-predicate verb sentences in simple past tense.
4. The students are able to use the positive form of predicate verb sentences in simple past tense.
5. The students are able to use the negative form of predicate verb sentences in simple past tense.

6. The students are able to use the interrogative form of predicate verb sentences in simple past tense.
7. The students are able to use adverb of time in simple past tense.

Variable Y is dependent variable, the students' ability in writing recount text can be seen in the following indicators:

1. The students are able to write the orientation of recount text consisting of (who, when, where).
2. The students are able to write the events in recount text in the chronological order.
3. The students are able to write the re-orientation of recount text in form of personal comment.
4. The students are able to use nouns and pronouns.
5. The students are able to use action verb.
6. The students are able to use time conjunction.

D. The Assumptions and The Hypothesis

1. The Assumptions

- a. The students' simple past tense mastery and their ability in writing recount text are various.
- b. If the students' simple past tense mastery is good, their ability in writing recount text also should be good.

2. The Hypotheses

Ho: There is no significant contribution of simple past tense mastery toward ability in writing recount text of the first year students at SMA N 1 Teluk Kuantan.

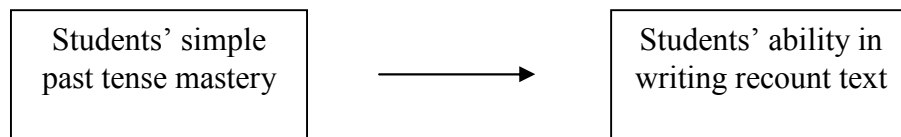
Ha: There is a significant contribution of simple past tense mastery toward ability in writing recount text of the first year students at SMA N 1 Teluk Kuantan.

CHAPTER III

RESEARCH METHOD

A. The Research Design

This research is contribution. The research consists of two variables. The First variable is the students' simple past tense mastery as the independent variable (X) and the second variable is the students' ability in writing recount text as dependent variable (Y). The following diagrams are the design of this research:



B. The Location and the Time of the Research

The research was conducted at SMA N 1 Teluk Kuantan of Kuantan Singingi regency. This research was conducted on February to March 2011.

C. The Subject and the Object of the Research

1. The subject of the research

The subject of the research was the first year students of SMA N 1 Teluk Kuantan.

2. The object of this research

The object of this research was the students' simple past tense mastery and their ability in writing recount text.

D. The population and the Sample of the Research

The population of this research was the first year students of SMA N 1 Teluk Kuantan. There were six classes of the second year students. The total number of population was 175 students. Because the number of population was relatively large, then the writer only took 20% of them (35 students). Gay stated that the sample for correlational study is selected using an acceptable sampling method, and 30 participants are generally considered to be a minimally acceptable sample size¹. The sampling technique of this research was proportional random sampling technique.

Table III.1
The Population and the Sample of the First Year Students of SMA N 1
Teluk Kuantan

No	Class	Population			Sample		
		Female	Male	Total	Female	Male	Total
1	X₁	17	10	27	3	2	5
2	X₂	17	15	32	3	3	6
3	X₃	19	9	28	4	2	6
4	X₄	18	10	28	4	2	6
5	X₅	17	15	32	3	3	6
6	X₆	19	9	28	4	2	6
		107	68	175	21	14	35

SMA N 1 Teluk Kuantan ²

¹L.R. Gay and Peter Airasian, *Educational Research; Competencies for Analysis and Application*. Sixth Edition. (New Jersey: Prentice Hall. 2000), p. 322

² Data Source from SMA N 1 Teluk Kuantan, Kuantan Singingi Regency. (2010).

E. The Technique of Data Collection

The kinds of instruments used to collect the data needed in this research was test. To collect the data from the sample , the writer used two kinds of tests.

1. Multiple-Choice test form which they had to choose one correct answer among four provided options. These tests were used to measure the students' simple past tense mastery.
2. The writer distributed the writing test to the sample based on a the topic given. Therefore, the students could choose their own title based on the topic given . The writer provided 90 minutes to write recont text at least 90 words.

Table III.2

THE BLUE PRINT OF SIMPLE PAST TENSE TEST ITEMS

Indicator	Number of Items	Item Number
Nominal Sentence in Positive Form	4	1, 5, 23, 27
Nominal Sentence in Negative Form	4	5, 11, 21, 25
Nominal Sentence in Interrogative Form	4	7, 14 ,24, 28
Verbal Sentence in Positive Form	4	3, 8, 18, 20
Verbal Sentence in Negative Form	4	2, 4, 12, 13
Nominal Sentence in Interrogative Form	4	9, 15, 16, 19
Adverb of Time	4	10, 17, 22, 26
Total	28 Items	28

F. The Technique of Data Analysis

In order to find out contribution of students' simple past tense mastery toward their ability in writing recount text, the data were analyzed statistically. In analyzing the data, the writer used simple regression by using formula:

$$r = \frac{n \sum XiYi - (\sum Xi)(\sum Yi)}{\sqrt{(n \sum Xi^2 - (\sum Xi)^2)(n \sum Yi^2 - (\sum Yi)^2)}}$$

Then, to know the contribution of students' simple past tense mastery toward their ability in writing recount text, the writer used determination coefficient (r^2) x 100 %³.

$$H_a: r_o \geq r_{table}$$

$$H_o: r_o < r_{table}$$

1. H_a Is accepted if $r_o \geq r_{table}$ or there is significant contribution of students' simple past tense mastery toward their ability in writing recount text.
2. H_o Is accepted if $r_o < r_{table}$ or there is no significant contribution of the students' simple past tense mastery toward their ability in writing recount text.

³Sugiyono, *Statistika Untuk Penelitian*. (Bandung: Alfabeta, 2010), p. 275

To analyze the students' score in mastering simple past tense test, the writer uses the following scale:

Table III.3

The Classification of Students' Score in Simple Past Tense

The Score Level	Category
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

It means that to get score 0-100 for the students' simple past tense mastery. The writer uses the formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Individual score

R = Right answers

N = Number of items

100 = Standard Mark

Harahap (in Jonri Kasdi)⁴

Furthermore, for writing ability test; the writer used The ESL Composition Profile: The Scoring Guide of the English Composition Test in Joy M. Reid⁵. The profile consists of five components; they are content, organization, vocabulary, language use, and mechanics. The following measurement scales were used:

⁴Jonri Kasdi, "A Correlation Study between Students' Passive Voice Mastery and Their Writing Achievement at the Fifth Semester Students of English Education Department of Education and Teacher Training Faculty of UIN Suska Riau." (Unpublished, 2006), p. 21

⁵ Joy M. Reid, *Teaching ESL Writing*. (United States Of America: Prentice Hall Regents, 1993), pp 236 - 237

1. Content

Range	Criteria
30-27	Excellent to very good: Knowledgeable, substantive, through development of thesis, and relevant to assigned topic.
26-22	Good to average: sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
16-13	Very poor: does not show knowledge of subject, nonsubstantive, not pertinent or not enough to evaluate.

2. Organization

Range	Criteria
20-18	Excellent to very good: fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, and cohesive.
17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.

9-7 Very poor: does not communicate, no organization or not enough to evaluate.

3. Vocabulary

Range	Criteria
20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
17-14	Good to average: adequate range, occasional errors of word/ idiom form and usage but meaning not obscured.
13-10	Fair to poor: limited range, frequent errors of word/ idiom form; choice; usage, meaning confused or obscured.
9-7	Very poor: essentially translation, little knowledge of English vocabulary; idioms; word form, not enough to evaluate.

4. Language Use

Range	Criteria
25-22	Excellent to very good: effective, complex constructions, few errors of agreement; tense; number; word order/ function; articles; pronouns; and prepositions.
21-18	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense; number; word order/ function, articles; pronouns, prepositions but meaning seldom obscured.

- 17-11 Fair to poor: major problems in simple/ complex constructions, frequent errors of negation; agreement; tense; number; word order/ function, articles; pronouns, prepositions, and or fragments, runs-on, deletions, meaning confused or obscured.
- 10 -5 Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate.

5. Mechanics

- | Range | Criteria |
|-------|--|
| 5 | Excellent to very good: demonstrates mastery of conventions, few errors of spelling; punctuation, capitalization; and paragraphing. |
| 4 | Very good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured. |
| 3 | Fair to poor: frequent errors of spelling; punctuation; capitalization; paragraphing, poor handwriting, meaning confused or obscured. |
| 2 | Very poor: no mastery of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, hand writing illegible, or not enough to evaluate. |

Table III.4
The Specification of the Score in Writing Test

No	Writing Skill	The Highest Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanism	5
Total		100

Moreover, the students' score of writing ability are categorized under the classification as follows:

Table III.5
The Classification of Students' Score in Writing
Recount Text

The Score Level	Category
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

The data of the research are the score of students' simple past tense test (the score of variable X-test) and the score of students' writing recount text test (the score of variable Y-test). Before the test given, the writer gave try out of simple past tense to 25 students in order to know the item difficulties of the test. After the writer gave try out, then the writer distributed the test of simple past tense. It was about 28 items. However, the test for variable Y referred to students' ability in writing recount text". The test consisted of a topic which was familiar to the students. Based on the topic, the students could choose their own title related to the topic given. The students' writing was evaluated by concerning five components of ESL composition profile; content, organization, vocabulary, language use, and mechanics. Each component has its score.

B. The Data Presentation

The data of the research were the score of the students' simple past tense test and the students' writing recount text test. The data were collected through the following procedure:

1. At the try out, the writer gave 28 multiple choice items of Simple Past Tense to 25 students. It was calculated to know the item difficulties.
2. The test was given to 35 students as the sample of this research.

3. The writing recount text test was written in the blank sheets. Then, it was collected to evaluate the appropriate of content, vocabulary, organization, language use and mechanics.
4. The writer used two raters to evaluate the students' writing recount text test.
5. The writer added the scores from the raters and divided it.

1. The Data of Students' Simple Past Tense Mastery

The following table is the description of students' simple past tense scores.

Table IV.1

STUDENTS' SCORE OF SIMPLE PAST TENSE MASTERY

STUDENTS	SCORE	CATEGORY
Student 1	54	Less
Student 2	43	Fail
Student 3	60	Enough
Student 4	54	Less
Student 5	75	Good
Student 6	68	Good
Student 7	68	Good
Student 8	46	Less
Student 9	71	Good
Student 10	57	Enough
Student 11	39	Fail
Student 12	89	Very Good
Student 13	71	Good
Student 14	71	Good
Student 15	54	Less
Student 16	43	Fail
Student 17	61	Enough
Student 18	54	Less
Student 19	89	Very Good
Student 20	71	Good
Student 21	68	Good
Student 22	79	Good
Student 23	54	Less
Student 24	75	Good
Student 25	64	Enough
Student 26	60	Enough
Student 27	57	Enough
Student 28	39	Fail
Student 29	54	Less
Student 30	50	Less
Student 31	86	Very Good
Student 32	64	Enough
Student 33	54	Less
Student 34	54	Less
Student 35	61	Enough

To make clearer about the percentage of students' simple past tense mastery, it can be seen through the following table:

Table IV.2
PERCENTAGE OF STUDENTS' SIMPLE PAST TENSE MASTERY
SCORE

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	Very Good	3	8.571 %
2	Good	10	28.571 %
3	Enough	8	22.857 %
4	Less	10	28.571 %
5	Fail	4	11.428 %
	Total	35	100 %

From the table above, it can be seen the students' mastery of simple past tense in answering the multiple choice test. It can be categorized into very good, good, enough, less, and fail. It can be seen that the students who get very good categories are 3 students (8.571 %), the students who get good category are 10 students (28.571 %), while for enough category, there are 8 students (22.857 %), the students who get less category are 10 (28.571 %), and there are 4 students (11.428 %) who get fail.

Table IV.3
THE DISTRIBUTION OF FREQUENCY OF STUDENTS’
SIMPLE PAST TENSE-TEST SCORE

Score	Frequency	Percentage (%)
39	2	5.7 %
43	2	5.7 %
46	1	2.9 %
50	1	2.9 %
54	8	22.9 %
57	2	5.7 %
60	2	5.7 %
61	2	5.7 %
64	2	5.7%
68	3	8.6 %
71	4	11.4 %
75	2	5.7%
79	1	2.9 %
86	1	2.9 %
89	2	5.7 %
Total	35	100%

Based on the table above, it can be seen that there are 2 students who get score 39 (5.7 %), 2 students who get score 43 (5.7 %), 1 student who get score 46 (2.9 %), 1 student who get score 50 (2.9 %), 8 students who get score 54 (22.9 %), 2 students who get score 57 (5.7 %), 2 students who get score 60 (5.7 %), 2 students who get 61 (5.7 %), and 2 students who get score 64 (5.7 %), 3 students who get score 68 (8.6 %), 4 students who get score 71 (11.4 %), 2 students who get score 75 (5.7 %), 1 student who get score 79 (2.9 %), 1 student who get score 86 (2.9 %), 2 students who get score 89 (5.7 %). The highest frequency is 8 at the score 54 (22.9 %). The total frequency is 35.

2. The Data of Students' Writing Recount Text Ability

The following table is the description of students' writing recount text-test scores.

TABLE IV.4
STUDENTS' SCORE IN WRITING RECOUNT TEXT

STUDENTS	SCORE		FINAL SCORE	CATEGORY
	RATER 1	RATER 2		
Student 1	60	64	62	Enough
Student 2	49	51	50	Less
Student 3	57	61	59	Enough
Student 4	56	58	57	Enough
Student 5	73	75	74	Good
Student 6	78	80	79	Good
Student 7	67	65	66	Good
Student 8	61	63	62	Enough
Student 9	82	83	83	Very Good
Student 10	61	63	62	Enough
Student 11	74	70	72	Good
Student 12	87	89	88	Very Good
Student 13	69	72	71	Good
Student 14	81	79	80	Very Good
Student 15	50	52	51	Less
Student 16	62	64	63	Enough
Student 17	57	61	59	Enough
Student 18	70	70	70	Good
Student 19	75	79	77	Good
Student 20	83	81	82	Very Good
Student 21	67	71	69	Good
Student 22	74	80	77	Good
Student 23	75	76	76	Good
Student 24	71	73	72	Good
Student 25	52	54	53	Less
Student 26	58	58	58	Enough
Student 27	56	60	58	Enough
Student 28	54	56	55	Less
Student 29	62	68	65	Enough
Student 30	77	81	79	Good
Student 31	77	79	78	Good
Student 32	60	58	59	Enough
Student 33	56	58	57	Enough
Student 34	63	65	64	Enough
Student 35	54	54	54	Less

To determine the final score, the writer uses the following formula:

$$Final\ Score = \frac{Score\ (Rater\ I) + Score\ (Rater\ II)}{2}$$

To make clearer about the distribution frequency of students' ability in writing recount text, it can be seen through the following table:

Table IV.5

**THE DISTRIBUTION OF FREQUENCY OF STUDENTS' WRITING
RECOUNT TEXT-TEST SCORES**

Score	Frequency	Percentage (%)
50	1	2.9 %
51	1	2.9%
53	1	2.9 %
54	1	2.9 %
55	1	2.9 %
57	2	5.7 %
58	2	5.7 %
59	3	8.6 %
62	3	8.6 %
63	1	2.9 %
64	1	2.9 %
65	1	2.9 %
66	1	2.9 %
69	1	2.9 %
70	1	2.9 %
71	1	2.9 %
72	2	5.7 %
74	1	2.9 %
76	1	2.9 %
77	2	5.7 %
78	1	2.9 %
79	2	5.7 %
80	1	2.9 %
82	1	2.9 %
83	1	2.9%
88	1	2.9 %
Total	35	100 %

Based on the table above, it can be seen that there is 1 student who gets score 50 (2.9 %), 1 student who gets score 51 (2.9 %), 1 student who gets score 53 (2.9 %), 1 student who gets score 54 (2.9 %), 1 student who gets score 55 (2.9 %), 2 students who get score 57 (5.7 %), 2 students who get score 58 (5.7 %), 3 students who get score 59 (8.6 %), 3 students who get 62 (8.6 %), 1 student who gets score 63 (2.9 %), 1 student who gets score 64 (2.9 %), 1 student who gets score 65 (2.9 %), 1 student who gets score 66 (2.9 %), 1 student who gets score 69 (2.9 %), 1 student who gets score 70 (2.9 %), 1 students get score 71 (2.9 %), 2 students get score 72 (5.7 %). 1 student who gets score 74 (2.9 %), 1 student who gets score 76 (2.9 %), 2 students get score 77 (5.7 %), 1 student who gets score 78 (2.9 %), 2 students get score 79 (5.7%), 1 student who gets score 80 (2.9%), 1 student who gets score 82 (2.9%), 1 student who gets score 83 (2.9%), 1 student who gets score 88 (2.9%). The highest frequency is 3 at the score 59 and 62 (8.6 %). The total frequency is 35.

C. The Validity and the Reliability of the Test

Brown said that reliability has to do with accuracy of measurement¹. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistency. Meaning that, we can say the test is reliable when an examinee's results are consistent on repeated measurement. There are some methods to measure test

¹H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003) p. 9

reliability; test-retest method, parallel method, inter-rater reliability, split-half reliability, Kuder Richardson Formula 20 and Kuder Richardson formula 21.

To measure the reliability of the instrument in variable X (Students' simple past tense mastery), the writer used internal consistency through the formula of Kuder Richardson 20 as follows²:

$$r_i = \frac{k}{(k-1)} \left[\frac{s_t^2 - \sum p_i q_i}{s_t^2} \right]$$

Where

k : the number of items in the test

p_i : the proportion number of students' who answer item i

q_i : $1-p_i$

s_t^2 : Variance total

While the reliability for variable (Y), students' writing ability in recount text, and the writer used inter rater reliability, because the writer had two raters in order to scorer the students' ability in writing recount text. Gay said that interjudge reliability can be obtained by having two (more) judges independently score the tests and then compare the scores each judge gave to each test taker³. The scores of judge 1 can be correlated with the scores of judge 2. The higher the correlation, the higher the interjudge reliability.

Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure.

²Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*. (Bandung: Alfabeta. 2010), p. 174

³L.R. Gay and Peter Airasian, *Educational Research; Competencies for Analysis and Application*. Sixth Edition. (New Jersey: Prentice Hall. 2000), p. 175

In this research, to know the validity of the tests, the writer used content validity because the writer wants to measure the students' simple past tense mastery and their ability in writing recount text at the end of this research. The writer used test instrument in which questions were based on categories studied in writing at the first year students of State Senior High School 1 Teluk Kuantan. The test of simple past tense was adopted from the school based curriculum textbook studied by the students at State Senior High School 1 Teluk Kuantan.

D. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the contribution of simple past tense mastery toward ability in writing recount text of the first year students at SMA N 1 Teluk Kuantan Kuantan Singingi Regency.

1. Students' Simple Past Tense Mastery

The data of students' simple past tense scores were obtained from the result of their simple past tense test. The data can be described as follows:

Table IV.6
STUDENTS' SIMPLE PAST TENSE SCORES

Score (x)	Frequency (f)	fx	Graduated Standard
39	2	78	No Pass
43	2	46	No Pass
46	1	46	No Pass
50	1	50	No Pass
54	8	432	No Pass
57	2	114	No Pass
60	2	120	No Pass
61	2	122	No Pass
64	2	128	No Pass
68	3	204	No Pass
71	4	284	Pass
75	2	150	Pass
79	1	79	Pass
86	1	86	Pass
89	2	178	Pass
Total	35	2157	

Based on the data obtained, there are 25 students who do not pass the graduated standard (SKL), or the score obtained < 70 while there are 10 students who pass the graduated standard (SKL), or the score obtained ≥ 70 .

The percentage of students who do not pass the graduated standard (SKL) as follows:

$$= 25/35 \times 100\%$$

$$= 71.4 \%$$

The percentage of students who pass the graduated standard (SKL) as follows:

$$= 10/35 \times 100\%$$

$$= 28.6\%$$

2. Students' Ability in Writing Recount Text

The data of students' writing recount text scores were obtained from the result of their writing recount text. The data can be described as follows:

Table IV.7

STUDENTS' WRITING RECOUNT TEXT SCORES

Score (y)	Frequency (f)	Fy	Graduated Standard
50	1	50	No Pass
51	1	51	No Pass
53	1	53	No Pass
54	1	54	No Pass
55	1	55	No Pass
57	2	114	No Pass
58	2	116	No Pass
59	3	177	No Pass
62	3	186	No Pass
63	1	63	No Pass
64	1	64	No Pass
65	1	65	No Pass
66	1	66	No Pass
69	1	69	No Pass
70	1	70	Pass
71	1	71	Pass
72	2	144	Pass
74	1	74	Pass
76	1	76	Pass
77	2	154	Pass
78	1	78	Pass
79	2	158	Pass
80	1	80	Pass
82	1	82	Pass
83	1	83	Pass
88	1	88	Pass
Total	35	2341	

Based on the data obtained, there are 20 students do not pass the graduated standard (SKL), or the score obtained < 70 while there are 15 students pass the graduated standard (SKL), or the score obtained ≥ 70 .

The percentage of students who do not pass the graduated standard (SKL) as follows:

$$= 20/35 \times 100 \%$$

$$= 57.15 \%$$

The percentage of students who pass the graduated standard (SKL) as follows:

$$= 15/35 \times 100 \%$$

$$= 42.85 \%$$

Table IV.8

Descriptive Statistics

	Mean	Std. Deviation	N
Writing Recount Text	66.8857	10.32066	35
Simple Past Tense	61.6286	13.11507	35

Based on the table above, it can be seen that the mean score of students' writing recount text test was 66. 88, while their mean score of simple past tense test was 61. 62. Furthermore the standard deviation of students' writing recount text test was 10.32, while the standard deviation of their simple past tense test was 13. 11.

1. Contribution of Students' Simple Past Tense Mastery toward Their Ability in Writing Recount Text (X & Y)

TABLE IV. 9
DISTRIBUTION FREQUENCY OF VARIABLE X & Y

No	X _i	Y _i	X _i Y _i	X ²	Y ²
1	54	62	3348	2916	3844
2	43	50	2150	1849	2500
3	60	59	3540	3600	3481
4	54	57	3078	2916	3249
5	75	74	5550	5625	5476
6	68	79	5372	4624	6241
7	68	66	4488	4624	4356
8	46	62	2852	2116	3844
9	71	83	5893	5041	6889
10	57	62	3534	3249	3844
11	39	72	2808	1521	5184
12	89	88	7832	7921	7744
13	71	71	5041	5041	5041
14	71	80	5680	5041	6400
15	54	51	2754	2916	2601
16	43	63	2709	1849	3969
17	61	59	3599	3721	3481
18	54	70	3780	2916	4900
19	89	77	6853	7921	5929
20	71	82	5822	5041	6724
21	68	69	4692	4624	4761
22	79	77	6083	6241	5929
23	54	76	4104	2916	5776
24	75	72	5400	5625	5184
25	64	53	3392	4096	2809
26	60	58	3480	3600	3364
27	57	58	3306	3249	3364
28	39	55	2145	1521	3025
27	54	65	3510	2916	4225
30	50	79	3950	2500	6241
31	86	78	6708	7396	6084
32	64	59	3776	4096	3481
33	54	57	3078	2916	3249
34	54	64	3456	2916	4096
35	61	54	3294	3721	2916
	$\sum X_i =$ 2157	$\sum Y_i =$ 2341	$\sum X_i Y_i =$ 147057	$\sum X^2 =$ 138781	$\sum Y^2 =$ 160201

$$r = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{(n \sum X_i^2 - (\sum X_i)^2)(n \sum Y_i^2 - (\sum Y_i)^2)}}$$

$$r = \frac{35.(147057) - (2157)(2341)}{\sqrt{(35.138781 - (2157)^2)(35.160201 - (2341)^2)}}$$

$$r = \frac{5146995 - 5049537}{\sqrt{(4857335 - 4652649)(5607035 - 5480281)}}$$

$$r = \frac{97458}{\sqrt{(204686)(126754)}}$$

$$r = \frac{97458}{161073,8}$$

$$r = 0.605$$

Determine Critical Value by Calculating $df = N - nr$

Where

df : degree of freedom

N : number of samples

nr : number of variable

$$df = N - nr$$

$$= 35 - 2$$

$$= 33$$

From the calculation above, it can be seen that r_o is 0.605 and df is 33. The r_o obtained is compared to r table either at 5% or 1%. At level 5%, r table is (0.325) and at level 1%, r table is (0.418). Based on r table, it can be analyzed that r_o is higher than r table either at level 5 % or 1%. In other words, we can read

(0.325 < 0.605 > 0.418). It means that there was significant contribution of variable X toward variable Y. So, H_a was accepted and H_o was rejected.

To know how many percent the contribution of Simple Past Tense Mastery toward Ability in Writing Recount Text the writer used determination coefficient:

$$\begin{aligned} r^2 &= (0.605)^2 \\ &= 0.366 \times 100 \% \\ &= 36.6 \% \end{aligned}$$

Based on the calculation above, it could be seen that the contribution of students' simple past tense mastery toward their ability in writing recount text was 36.6 %.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer concludes this research from what have been discussed on the previous chapters. Furthermore, the writer gives some suggestions dealing with students' simple past tense mastery and their ability in writing recount text at the first year students of state senior high school 1 Teluk Kuantan Kuantan Singingi Regency.

A. Conclusion

Based on the research findings that more than fifty percent students could not pass the graduated standard of the school, the writer concluded that the students' mastery in simple past tense was categorized in enough level.

Moreover, the students' ability in writing recount text was not far away from their simple past tense mastery, there were more than fifty percent students who also could not pass the graduated standard of the school.

Finally, the writer concluded that there was contribution of simple past tense mastery toward ability in writing recount text. The contribution was 36.6 %, while 64.44 % were contributed by other factors.

B. Suggestion

Dealing with the research findings, the writer offers some suggestion to be considered as follows:

1. The teacher should maximize their efforts in teaching writing to the students by giving the understandable explanation about the generic structure of the text being

discussed and also offer the good comprehension dealing with the tense used in the text, especially in recount text and simple past tense.

2. The teacher should encourage the students to realize the importance of 2 in using grammar such as simple past tense and use it in daily life.
3. The students should be more active to improve their writing ability by practicing writing, sharing or discussing the material with the friend.
4. The school should be more active in attracting students's interest in writing by conducting writing competition and so on.

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Appendix 1

THE TRY OUT (1) OF SIMPLE PAST TENSE

Direction:

1. This test is used for a scientific research.
2. Do as instructed and write your answer on the answer sheet provided.
3. Choose the correct answer from A, B, C or D to make the correct sentences of simple past tense.

-
1. After fishing a whole day, my family and I ... very hungry.
a. was
b. were
c. are
d. has been
 2. The kids... their toys.
a. do not drops
b. does not drop
c. did not drop
d. be dropped
 3. Samuel ... his homework last night.
a. did
b. has done
c. done
d. do
 4. Jane, Maria and I ... a fantastic experience in Ancol.
a. did not have
b. did not has
c. have no
d. have been
 5. The students in the next room ... very noisy.
a. were
b. is
c. was
d. are
 6. Cinderella story ... the reality.
a. are not
b. were not
c. is not
d. was not
 7. ... the market near from the school?
a. is
b. do
c. was
d. does
 8. The police ... their car very fast.
a. drives
b. driven
c. driving
d. drove

9. How ... you go to school yesterday?
a. Do
b. Will
c. Did
d. Are
10. I saw a thief in your house ...
a. this week
b. last night
c. the day after tomorrow
d. tonight
11. Ariel and Ary ... the suspect of pornographic case.
a. was not
b. is not
c. were not
d. has not
12. Patrice did not ... on the party last night.
a. drank
b. drinking
c. drunk
d. drink
13. Alex ... work last weekend.
a. has not
b. did not
c. have not
d. did
14. ... Elizabeth and Maria happy on their birthday party last week?
a. Were
b. Was
c. Do
d. Did
15. ... you see Peter's cousin?
a. when do
b. when does
c. when are
d. when did
16. What ... you eat for lunch yesterday?
a. do
b. does
c. doed
d. did
17. Jennifer Lopez studied Indonesian language ...
a. three year ago
b. two years ago
c. last years
d. a years ago
18. Everyone ... to the mall after the school.
a. going
b. gone
c. went
d. goed
19. Were ... close-friend?
a. he
b. they
c. she
d. our

20. Each team ... to be the winner in Basket Ball Competition last month.
a. hoped
b. hopes
c. hope
d. hopped
21. The books of Harry Potter... not expensive.
a. is not
b. was not
c. has not
d. were not
22. My father lived in French ... year ago.
a. an
b. 2
c. a
d. 5
23. The weather ... very cold last night
a. is
b. were
c. was
d. has
24. Did you ... to stay home last holiday?
a. choose
b. chose
c. choosing
d. choses
25. ... were not very busy last week.
a. Mother with her son
b. Joko together with Andi
c. It
d. Teachers
26. The concert began five minutes ...
a. again
b. after
c. more
d. ago
27. Police officer ... very busy last week.
a. is
b. were
c. was
d. are
28. ... Obama together with tired after visiting Indonesia?
a. is
b. were
c. was
d. are

THE TRY OUT (2) OF SIMPLE PAST TENSE

Direction:

4. This test is used for a scientific research.
5. Do as instructed and write your answer on the answer sheet provided.
6. Choose the correct answer from A, B, C or D to make the correct sentences of simple past tense.

1. After fishing a whole day, my family and I ... very hungry.
a. was
b. were
c. are
d. has been
2. The kids... their toys.
a. do not drops
b. does not drop
c. did not drop
d. be dropped
3. Samuel ... his homework last night.
a. did
b. has done
c. done
d. do
4. Maria and I ... a fantastic experience in Ancol.
a. did not have
b. did not has
c. have no
d. have been
5. The students in the next room ... very noisy.
a. were
b. is
c. was
d. are
6. Cinderella story ... the reality.
a. are not
b. were not
c. is not
d. was not
7. ... the market near from the school?
a. is
b. do
c. was
d. does
8. The police ... their car very fast.
a. drives
b. driven
c. driving
d. drove
9. How ... you go to school yesterday?
a. Do
b. Will
c. Did
d. Are

10. I saw a thief in your house ...
a. this week
b. last night
c. the day after tomorrow
d. tonight
11. The children ... hungry.
a. was not
b. is not
c. were not
d. has not
12. Marry did not ... her pen from her bag.
a. taken out
b. taking out
c. took out
d. take out
13. Alex ... work last weekend.
a. has not
b. did not
c. have not
d. did
14. ... Elizabeth and Maria happy on their birthday party last week?
a. Were
b. Was
c. Do
d. Did
15. ... you see Peter's cousin?
a. when do
b. when does
c. when are
d. when did
16. What ... you eat for lunch yesterday?
a. do
b. does
c. doed
d. did
17. Jennifer Lopez studied Indonesian language ...
a. three year ago
b. two years ago
c. last years
d. a years ago
18. Jhon ... to Trendy fashion store.
a. going
b. gone
c. went
d. goed
19. Were ... close-friend?
a. he
b. they
c. she
d. our
20. Each team ... to be the winner in Basket Ball Competition last month.
a. hoped
b. hopes
c. hope
d. hopped

21. The books of Harry Potter... not expensive.
a. is not
b. was not
c. has not
d. were not
22. My father lived in French ... year ago.
a. an
b. 2
c. a
d. 5
23. The weather ... very cold last night
a. is
b. were
c. was
d. has
24. Did you ... to stay home last holiday?
a. choose
b. chose
c. choosing
d. choses
25. ... were not very busy last week.
a. Mother with her son
b. Joko together with Andi
c. It
d. Teachers
26. The concert began five minutes ...
a. again
b. after
c. more
d. ago
27. The new teacher ... in room 204.
a. is
b. were
c. was
d. are
28. ... Obama tired after visiting Indonesia?
a. is
b. were
c. was
d. are

Appendix 2

THE TEST OF SIMPLE PAST TENSE

Direction:

7. This test is used for a scientific research.
 8. Do as instructed and write your answer on the answer sheet provided.
 9. Choose the correct answer from A, B, C or D to make the correct sentences of simple past tense.
-

1. After fishing a whole day, my family and I ... very hungry.
a. was
b. were
c. are
d. has been
2. The kids... their toys.
a. do not drops
b. does not drop
c. did not drop
d. be dropped
3. Samuel ... his homework last night.
a. did
b. has done
c. done
d. do
4. Maria and I ... a fantastic experience in Ancol.
a. did not have
b. did not has
c. have no
d. have been
5. The students in the next room ... very noisy.
a. were
b. is
c. was
d. are
6. Cinderella story ... the reality.
a. are not
b. were not
c. is not
d. was not
7. ... the market near from the school?
a. is
b. do
c. was
d. does
8. The police ... their car very fast.
a. drives
b. driven
c. driving
d. drove

9. How ... you go to school yesterday?
a. Do
b. Will
c. Did
d. Are
10. I saw a thief in your house ...
a. this week
b. last night
c. the day after tomorrow
d. tonight
11. The children ... hungry.
a. was not
b. is not
c. were not
d. has not
12. Marry did not ... her pen from her bag.
a. taken out
b. taking out
c. took out
d. take out
13. Alex ... work last weekend.
a. has not
b. did not
c. have not
d. did
14. ... Elizabeth and Maria happy on their birthday party last week?
a. Were
b. Was
c. Do
d. Did
15. ... you see Peter's cousin?
a. when do
b. when does
c. when are
d. when did
16. What ... you eat for lunch yesterday?
a. do
b. does
c. doed
d. did
17. Jennifer Lopez studied Indonesian language ...
a. three year ago
b. two years ago
c. last years
d. a years ago
18. Jhon ... to Trendy fashion store.
a. going
b. gone
c. went
d. goed
19. Were ... close-friend?
a. he
b. they
c. she
d. our

20. Each team ... to be the winner in Basket Ball Competition last month.
a. hoped
b. hopes
c. hope
d. hopped
21. The books of Harry Potter... not expensive.
a. is not
b. was not
c. has not
d. were not
22. My father lived in French ... year ago.
a. an
b. 2
c. a
d. 5
23. The weather ... very cold last night
a. is
b. were
c. was
d. has
24. Did you ... to stay home last holiday?
a. choose
b. chose
c. choosing
d. choses
25. ... were not very busy last week.
a. Mother with her son
b. Joko together with Andi
c. It
d. Teachers
26. The concert began five minutes ...
a. again
b. after
c. more
d. ago
27. The new teacher ... in room 204.
a. is
b. were
c. was
d. are
28. ... Obama tired after visiting Indonesia?
a. is
b. were
c. was
d. are

Appendix 3

The Answer Sheet of Simple Past Tense Test

Name:

No	A	B	C	D
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				

Appendix 4

THE KEY ANSWERS OF SIMPLE PAST TENSE TEST

- | | |
|-------|-------|
| 1. B | 15. D |
| 2. C | 16. D |
| 3. A | 17. B |
| 4. A | 18. C |
| 5. A | 19. B |
| 6. D | 20. A |
| 7. C | 21. D |
| 8. D | 22. C |
| 9. C | 23. C |
| 10. B | 24. A |
| 11. C | 25. D |
| 12. D | 26. D |
| 13. B | 27. C |
| 14. A | 28. C |

Appendix 5

WRITING RECOUNT TEXT TEST

Direction:

1. This test is used for a scientific research.
 2. Write your name and your writing on the answer sheet provided.
 3. Write a recount text consist of 100 words or more.
 4. The topic of your writing is “My unforgettable experience”.
-
-

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

STUDENTS' SCORE IN WRITING RECOUNT TEXT

No	Students' code	Score					
		Content	Organization	Vocabulary	Language Use	Mechanics	Final score
1	Student 1	17	14	13	13	3	60
2	Student 2	15	12	10	10	2	49
3	Student 3	15	12	12	15	3	57
4	Student 4	15	13	12	13	3	56
5	Student 5	20	16	15	18	4	73
6	Student 6	22	18	16	18	4	78
7	Student 7	18	13	15	17	4	67
8	Student 8	17	14	12	15	3	61
9	Student 9	23	18	17	20	4	82
10	Student 10	17	13	12	15	4	61
11	Student 11	20	17	15	18	4	74
12	Student 12	25	18	18	22	4	87
13	Student 13	20	15	15	15	4	69
14	Student 14	22	17	18	20	4	81
15	Student 15	15	12	10	10	3	50
16	Student 16	18	14	12	15	3	62
17	Student 17	15	12	12	15	3	57
18	Student 18	18	15	15	18	4	70
19	Student 19	20	18	15	18	4	75
20	Student 20	24	18	17	20	4	83
21	Student 21	20	15	13	15	4	67
22	Student 22	20	15	18	18	3	74
23	Student 23	20	16	17	18	4	75
24	Student 24	18	15	15	20	3	71
25	Student 25	15	10	12	12	3	52
26	Student 26	15	12	12	15	4	58
27	Student 27	15	12	12	15	2	56
28	Student 28	15	14	10	13	2	54
29	Student 29	18	13	13	15	3	62
30	Student 30	20	16	17	20	4	77
31	Student 31	22	16	15	20	4	77
32	Student 32	17	14	12	14	3	60
33	Student 33	15	13	12	13	3	56
34	Student 34	18	15	12	15	3	63
35	Student 35	15	12	12	12	3	54

Pekanbaru, 5 April 2011

Rater 1

Kurnia Budiyantri M. Pd

STUDENTS' SCORE IN WRITING RECOUNT TEXT

No	Students' code	Score					
		Content	Organization	Vocabulary	Language Use	Mechanics	Final score
1	Student 1	18	16	14	13	3	64
2	Student 2	15	12	10	11	3	51
3	Student 3	17	13	13	15	3	61
4	Student 4	15	14	13	13	3	58
5	Student 5	20	17	16	18	4	75
6	Student 6	22	19	17	18	4	80
7	Student 7	17	13	15	16	4	65
8	Student 8	17	15	13	15	3	63
9	Student 9	24	18	17	20	4	83
10	Student 10	17	14	13	15	4	63
11	Student 11	21	18	17	18	4	70
12	Student 12	26	19	18	22	4	89
13	Student 13	20	16	15	16	4	72
14	Student 14	21	18	17	19	4	79
15	Student 15	15	12	11	11	3	52
16	Student 16	18	14	13	15	4	64
17	Student 17	15	14	13	15	4	61
18	Student 18	21	15	13	17	4	70
19	Student 19	21	18	17	19	4	79
20	Student 20	23	18	17	20	4	81
21	Student 21	21	16	14	16	4	71
22	Student 22	21	18	19	18	4	80
23	Student 23	20	16	18	18	4	76
24	Student 24	19	15	16	20	3	73
25	Student 25	15	11	12	12	4	54
26	Student 26	15	12	12	15	4	58
27	Student 27	17	12	13	15	3	60
28	Student 28	15	14	11	13	3	56
29	Student 29	19	14	15	16	4	68
30	Student 30	21	18	17	21	4	81
31	Student 31	22	17	16	20	4	79
32	Student 32	16	14	12	13	3	58
33	Student 33	16	13	13	13	3	58
34	Student 34	18	16	13	15	3	65
35	Student 35	15	12	13	11	3	54

Pekanbaru, 4 April 2011

Rater 2

Jonri Kasdi, S. Pd.I

THE RELIABILITY TEST OF SIMPLE PAST TENSE

Student	Correct Answer	Score (x)	x ²
1	13	45	2116
2	16	57	3249
3	10	36	1296
4	15	54	2916
5	17	60	3600
6	15	54	2916
7	12	43	1849
8	18	64	4096
9	12	43	1849
10	15	54	2916
11	14	50	2500
12	10	36	1296
13	16	57	3249
14	9	32	1024
15	12	43	1849
16	12	43	1849
17	8	29	841
18	9	32	1024
19	15	54	2916
20	8	29	841
21	14	50	2500
22	22	79	6241
23	19	68	4624
24	9	32	1024
25	12	43	1849
		$\sum x_t$ 1188	$\sum x_t^2$ = 60430

$$r_i = \frac{K}{K-1} \left\{ \frac{s_t^2 - \sum p_i \cdot q_i}{s_t^2} \right\}$$

where

k = the number of items in instrument

r_i = reliability

st² = variance total

$$K = 28$$

$$\begin{aligned}
\sum p_i \cdot q_i &= 6,89 \\
\sum x_i &= 1188 \\
\sum x_i^2 &= 60430 \\
X^2 &= \sum x_i^2 - \frac{(\sum x_i)^2}{n} \\
&= 60430 - \frac{(1188)^2}{25} \\
&= 60430 - 56453.76 \\
&= 3976.24
\end{aligned}$$

Where

$$\begin{aligned}
X^2 &= \text{sum of squares} \\
\sum x_i &= \text{the sum of all scores} \\
n &= \text{total number of participants}
\end{aligned}$$

$$\begin{aligned}
S_t^2 &= \frac{x^2}{n} \\
&= \frac{3976,24}{25} \\
&= 159,05 \\
r_i &= \frac{k}{k-1} \left\{ \frac{s_i^2 - \sum p_i \cdot q_i}{s_i^2} \right\} \\
&= \frac{28}{28-1} \left\{ \frac{159,05 - 6,89}{159,05} \right\} \\
&= 1,037 \quad (0,96) \\
&= 0,99
\end{aligned}$$

Based on the result of the (r) above, it can be seen that the reliability of the test is high.

STUDENTS' SCORE IN SIMPLE PAST TENSE TEST

SI	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	CA	
1	0	1	0	0	1	0	1	1	1	1	1	0	0	0	1	1	0	1	1	1	0	0	0	0	0	1	1	1	15	
2	0	1	1	0	0	1	1	0	0	1	0	0	1	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	12	
3	1	0	1	1	1	0	1	0	1	0	0	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0	0	1	17	
4	0	1	0	0	1	0	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	0	1	1	1	1	0	15	
5	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	21	
6	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	0	19	
7	1	0	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	1	19	
8	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	1	0	1	1	1	1	0	0	0	0	0	1	0	0	13
9	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	20	
10	0	1	0	0	1	0	0	1	1	1	1	0	1	0	0	1	0	1	1	0	1	1	0	1	1	1	1	0	16	
11	0	1	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	0	1	0	1	1	0	0	1	1	0	11	
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	25	
13	1	0	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	20	
14	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	20	
15	1	0	1	1	1	0	1	0	0	0	0	1	1	1	0	0	1	0	0	0	1	1	1	1	1	0	0	1	15	
16	0	1	0	0	1	0	0	0	0	1	0	0	1	1	1	0	1	1	0	0	0	1	1	0	0	1	1	0	12	
17	1	1	0	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	1	1	1	1	0	1	1	1	1	0	17	
18	0	1	0	0	1	0	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	0	0	1	1	1	1	0	15	
19	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	25	
20	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1	0	0	1	0	20	
21	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0	1	19	
22	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	22	
23	0	1	0	0	1	1	0	1	1	1	1	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	0	15	
24	1	1	1	1	1	0	1	0	0	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	21	
25	0	1	0	0	1	1	0	1	1	1	1	1	0	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	18	
26	1	0	0	1	0	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	0	0	1	0	1	1	0	17	
27	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	16	
28	1	1	0	0	0	1	0	1	1	0	1	1	0	0	0	1	0	1	0	1	0	0	0	0	0	0	1	0	0	11
29	0	1	0	0	0	1	0	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	0	1	0	0	1	0	15	
30	1	1	1	1	0	1	0	1	0	1	0	0	0	0	0	1	1	1	0	1	0	1	0	1	0	0	0	0	14	
31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	24	
32	0	0	1	0	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	18	
33	0	1	0	0	0	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	0	1	0	1	0	0	1	0	15	
34	0	1	0	0	0	1	0	1	1	1	1	0	0	0	1	0	1	0	1	1	0	1	0	1	0	1	1	1	15	
35	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	0	1	0	0	0	0	1	17	
Np	18	24	19	16	23	22	21	23	23	24	24	17	22	24	22	24	20	24	24	21	24	19	20	23	21	23	22	17	Σx=604	

Appendix 6

STUDENTS' SCORE IN SIMPLE PAST TENSE TRY OUT (1)

S/N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1	0	0	0	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	0
2	0	0	0	1	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	0	0	1	0
3	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0
4	1	1	0	1	1	1	0	0	1	1	1	1	0	0	1	1	1	0	1	1	0	1	0	1	0	1	0	1
5	0	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1
6	1	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	0	1	0	0	1	1	0	1	0	0	1	0
7	0	1	1	0	0	0	0	0	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	0	1	0	0	0
8	1	1	1	0	1	0	0	1	1	1	1	0	0	0	1	1	0	1	1	0	0	0	1	0	0	1	1	0
9	0	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	1	1	0	1	0	0	1	0	1	0	1	1
10	1	1	1	0	0	0	1	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	0	1	0	0	1	0
11	1	1	1	0	0	0	1	0	0	0	1	0	0	0	1	0	1	1	1	1	1	1	0	1	0	0	0	0
12	1	0	1	0	0	0	1	1	1	0	1	0	1	1	0	1	0	0	1	0	1	0	1	0	1	0	0	1
13	1	0	0	0	1	0	1	1	1	0	1	0	0	1	1	0	0	0	0	0	1	1	1	0	1	1	1	0
14	1	0	1	0	1	0	1	0	0	0	1	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1
15	1	0	1	0	0	0	0	1	0	0	1	0	1	1	0	1	0	1	0	0	0	1	0	1	0	0	1	0
16	1	1	1	0	0	0	0	0	1	1	1	0	0	0	1	0	1	1	1	0	1	1	0	1	0	0	0	0
17	1	1	1	0	0	0	1	0	1	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	1	1	0	0
18	1	1	1	1	1	1	0	1	0	1	1	1	0	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0
19	1	1	1	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	0	1	1	1	0	1	0	1	1	0
20	1	1	1	0	0	0	1	0	1	1	1	0	0	0	0	0	1	1	0	0	1	1	1	1	0	0	1	0
21	0	0	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	0	1	0	1	0
22	1	1	1	0	1	0	0	1	1	1	1	0	1	0	1	1	0	1	1	0	0	1	0	1	0	1	1	0
23	0	1	1	0	1	1	0	0	0	0	0	0	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1
24	1	1	0	0	1	0	0	1	1	1	1	0	1	0	0	1	0	1	1	0	1	1	0	1	0	1	1	1
25	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	0	1	0	0
R	17	16	15	7	14	10	11	11	16	16	22	6	11	10	17	14	15	21	13	9	16	17	13	14	10	10	18	6
FV	0.68	0.64	0.6	0.28	0.56	0.4	0.44	0.44	0.64	0.64	0.88	0.24	0.44	0.4	0.68	0.56	0.6	0.84	0.52	0.36	0.64	0.68	0.52	0.56	0.4	0.4	0.72	0.24
	A	A	A	D	A	A	A	A	A	A	E	D	A	A	A	A	A	E	A	A	A	A	A	A	A	A	E	D

To measure the item difficulty of the test, the writer used the formula from Heaton JB (1991: 179) as follows:

$$FV = \frac{R}{N}$$

Where,

FV = The index of difficulty

R = The number of correct answer

N = The number of student taking the test

Item difficulty scale: (Rejected) $0.3 <$ Accepted < 0.7 (Rejected)

Based on the table above, it can be seen that there are some items which are categorized in rejected items of the instrument that should be changed. They are items no 4, 11 13, 18, 27, 28.

STUDENTS' SCORE IN SIMPLE PAST TENSE TRY OUT (2)

S/N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	CA
1	0	0	0	0	1	1	0	0	1	0	0	1	1	1	1	1	1	0	0	0	1	0	1	0	1	0	1	0	13
2	0	0	0	1	1	1	0	0	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	0	0	0	1	1	16
3	0	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	0	1	0	10
4	1	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	1	0	1	1	0	1	0	1	0	1	0	0	15
5	0	0	0	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	17
6	0	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	0	0	0	0	1	1	0	1	0	0	1	1	15
7	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	1	1	1	1	1	0	1	1	0	1	0	0	0	12
8	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	0	0	0	1	0	0	1	1	0	18
9	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1	0	1	1	12
10	1	1	1	1	0	0	1	1	1	0	0	1	1	1	0	1	0	0	0	0	1	1	0	1	0	0	1	0	15
11	1	1	1	0	0	0	1	0	0	0	1	0	0	0	1	0	1	1	1	1	1	1	0	1	0	0	1	0	14
12	0	0	0	1	0	0	1	1	0	0	0	0	1	1	0	0	0	0	1	0	1	0	1	1	0	0	0	1	10
13	1	0	0	0	1	0	1	1	1	0	1	1	0	1	1	0	0	1	0	0	1	1	1	0	1	1	0	1	16
14	0	0	1	1	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1	1	0	9
15	1	0	1	0	0	0	0	1	0	0	1	0	1	1	0	1	0	1	0	0	0	1	0	1	0	0	1	1	12
16	0	0	1	0	0	0	0	0	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	0	0	0	0	12
17	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1	1	1	8
18	0	0	0	0	1	1	0	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	1	1	0	9
19	1	1	1	0	0	0	0	0	0	1	1	1	0	0	1	0	1	1	0	1	1	1	0	1	0	1	0	1	15
20	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	8
21	0	0	0	0	1	1	0	1	1	1	0	0	1	0	0	1	1	1	1	1	0	1	0	0	1	0	1	0	14
22	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	1	1	1	22
23	0	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	19
24	1	0	0	0	1	0	0	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	9
25	1	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	1	1	0	1	0	1	12
Np	11	9	12	9	13	12	12	11	12	12	12	12	11	10	14	12	13	14	11	10	13	15	13	13	10	10	15	10	
p	0.44	0.36	0.48	0.36	0.52	0.48	0.48	0.44	0.48	0.48	0.48	0.48	0.44	0.4	0.4	0.48	0.52	0.4	0.44	0.4	0.52	0.6	0.52	0.52	0.4	0.4	0.52	0.4	
q	0.56	0.64	0.52	0.64	0.48	0.52	0.52	0.56	0.52	0.52	0.52	0.52	0.56	0.6	0.6	0.52	0.48	0.6	0.56	0.6	0.48	0.4	0.48	0.48	0.6	0.6	0.48	0.6	
p.q	0.25	0.23	0.25	0.23	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.24	0.24	0.25	0.25	0.24	0.25	0.24	0.25	0.24	0.25	0.25	0.24	0.24	0.25	0.24	Σp.q: 6.89